

CASE: SYMMINGTON HEAD START 5-A

SELF-ASSESSMENT



Job Performance
Situation 5:
Promoting the Vision of
Head Start

HEAD START
MOVING AHEAD
COMPETENCY-BASED TRAINING PROGRAM



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Job Performance Situation 5: CASE

Leaders who work through these training activities will increase their competency in *making presentations* and *resolving unnecessary conflict*. Job Performance Situation 5 depicts a hypothetical scene from the perspective of a local grantee. However, the skills addressed can be used in any situation in which colleagues need to work together.

Consider the following:

Symmington Head Start

Symmington Head Start serves about 1,200 children in a large city in the Midwest. Demand for full-time care is growing as increasing numbers of parents are either working or in training. Over the past eight months, the Head Start director and directors of numerous child-care programs in the city have been meeting on a regular but informal basis to explore ways in which they could work in partnership to provide full-day services. Thus Head Start could meet the changing needs of eligible families, and child-care programs could maintain full enrollment. At the last meeting the group decided it was time to take the next step toward a more formal relationship: they agreed to hold a meeting of all interested program directors as well as key managers and staff.

The purpose of this meeting will be to present the Head Start philosophy and approach to this wider audience (they expect 50 to 75 people). The planners agree that they need to highlight screenings and home-visiting protocols. These are tasks that child-care teachers will need to undertake if their programs contract to provide full-day education services to Head Start-eligible children. The Symmington Head Start director has asked the health manager to plan a presentation on screenings. The child development services manager and family service manager have been given the task of working as a team to plan and give a presentation on home-visiting protocols.

Martine, the family service manager, and Zoe, the child development services manager, had set aside times to begin their planning. But twice Zoe has had to cancel; first there was a crisis with one of her teachers and then a conflict with her son's baseball game. They finally met. It soon became clear, however, that although they have been assigned to work as a team, Martine and Zoe do not share a common viewpoint on home visiting.

"Good luck to these programs trying to get *their* teachers to go out on two home visits a year," says Zoe. "Especially now, with so many parents working or in training. Teachers aren't going to want to work past three o'clock. They have lives outside, after all, and how many parents are home before then? Or worse yet, go out at night! Some of these child-care programs are in pretty bad areas."

"Zoe," Martine says patiently, "that is where the families live. If child-care programs agree to provide services for us, they will need to follow our guidelines."

"Easy for you to say," grumbles Zoe. "You don't think it's a little unfair that the Performance Standards require *two education* home visits¹ and have no minimum requirements for family service workers?"

"Maybe that's because it's understood that family service workers care about families," Martine replies, losing her patience. "My advocates are in the neighborhoods, *all* the neighborhoods. And they are there often!"

¹ Head Start Performance Standards, 1304.40(i)(2).

SELF-ASSESSMENT

Job Performance Situation 5 requires skill competencies in *Conflict Resolution* and *Developing Effective Presentations*. The following Self-Assessment will help you determine your interest in completing the activities in Job Performance Situation 5.

The questions below are designed to help you assess your skill level with specific competencies that are addressed in the Job Performance Situation 5 training activities. As you answer them, think about the case described above or any similar situation in which you have needed or will need skills in *making presentations* and *resolving unnecessary conflict*.

SKILL: *CONFLICT RESOLUTION*

Have you experienced this or a similar situation in which you needed to use conflict resolution skills? ____yes ____no

If yes, were you satisfied with your response? ____yes ____no

If you have not handled this type of situation much, would you feel comfortable addressing it? ____yes ____no

Rate your current skills in addressing situations in which you need to

	New skill for me		Some skill		Highly skilled
1. <i>Describe the elements of conflict:</i>	1	2	3	4	5
2. <i>Recognize different personal styles for handling conflict:</i>	1	2	3	4	5
3. <i>Use strategies that take advantage of your natural style:</i>	1	2	3	4	5
4. <i>Use skills for preventing and resolving unnecessary conflict:</i>	1	2	3	4	5
5. <i>Apply conflict resolution skills to a Head Start situation:</i>	1	2	3	4	5

6. Questions 1 to 5 are linked to skill competencies addressed in 5–C, Conflict Resolution: Understanding the Elements. Count the number of answers that you rated a 1 or a 2 and record that number below. Do the same for answers you rated 3 or 4 and for those you rated 5.

If you rated most of your skills a 1 or 2, you will definitely find it helpful to complete this activity. If you answered mostly 3 and 4, you may find the activity helpful. If most of your answers were a 5, you may find that the material in the activity addresses areas in which you already have a lot of skill.

Definitely (1-2) _____ Maybe (3-4) _____ Probably not (5) _____

SKILL: *DEVELOPING EFFECTIVE PRESENTATIONS*

Have you experienced this or a similar situation in which you needed to use skills in *making presentations*? _____yes _____no

If yes, were you satisfied with your response? _____yes _____no

If you have not handled this type of situation much, would you feel comfortable addressing it? _____yes _____no

Rate your current skills in addressing situations in which you need to

	New skill for me		Some skill		Highly skilled
7. <i>Plan and design a presentation:</i>	1	2	3	4	5
8. <i>Use appropriate visual aids and support materials:</i>	1	2	3	4	5
9. <i>Develop a graphic presentation of quantitative and qualitative data findings:</i>	1	2	3	4	5
10. <i>Adapt and use good “platform skills”:</i>	1	2	3	4	5
11. <i>Identify and overcome speaker fears:</i>	1	2	3	4	5
12. <i>Critique a presentation:</i>	1	2	3	4	5

13. Questions 7 to 12 are linked to skill competencies addressed in 5–D, Making Presentations: Developing Effective Presentations. Count the number of answers that you rated a 1 or a 2 and record that number below. Do the same for answers you rated 3 or 4 and for those you rated 5.

If you rated most of your skills a 1 or 2, you will definitely find it helpful to complete this activity. If you answered mostly 3 and 4, you may find the activity helpful. If most of your answers were a 5, you may find that the material in the activity addresses areas in which you already have a lot of skill.

Definitely (1-2) _____ Maybe (3-4) _____ Probably not (5) _____

TALLY SECTION

Review the final questions in each of the previous sections. Indicate your skill-development decisions below. At the completion of the Self-Assessment, you will transfer this information to your *Learning Plan*.

	Definitely	Maybe	Probably not
5–C, Conflict Resolution: Understanding the Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5–D, Making Presentations: Developing Effective Presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THE LEARNING PLAN

The Learning Plan on the next page will help you keep track of your progress on using the *Moving Ahead* materials to enhance your own professional growth. The plan is divided into four columns. Use the first column to check the skills you need to enhance or develop based upon your self-assessment. Use the second column to record your progress in completing activities you've selected. Please note: in addition to completing individual skill-building activities, you will also track your completion of the Case Activity (B) that puts the skill-building activities in context and the related Application Activity (X) that provides you with an opportunity to practice the skills.

After you've completed the Application Activity for this Performance Situation package, return to the Learning Plan and record how you will continue your skill development in your local workplace and the types of support you will need in order to be successful.

LEARNING PLAN FOR JOB PERFORMANCE SITUATION 5

Participant Name: _____ Date: _____

1. Skills I Need	✓	2. Building These Skills	3. Next Steps for Continuing My Development	4. Support I Need from Supervisors, Managers, Co-Workers and Team Members
Put a check mark beside the skills you need to work on developing or enhancing		Record your progress in completing the training activities	Examples: Read more about the topic. Repeat activity with colleagues. Practice in a work situation.	Examples: Provide opportunities to practice. Provide constructive feedback. Serve as my mentor or coach.
		5-B, Job Performance Situation Activity Date completed _____		
5-C, Conflict Resolution: Understanding the Elements		5-C, Conflict Resolution: Understanding the Elements Date completed _____		
5-D, Presentations: Developing Effective Presentations		5-D, Presentations: Developing Effective Presentations Date completed _____		
		5-X, Application Date completed _____		